

## PE 352 Teaching Practice Assignment

The purpose of the teaching practice assignment is to allow you the opportunity to plan, teach compare and analyze a particular teaching style (either practice style, reciprocal, self-check or inclusive style).

### GENERAL INSTRUCTIONS

- (1) You will be working with a partner or a group of three. Each of you will teach one 15 minute skill development lesson segment including an application of the skill. You will also observe a 15 minute segment taught by your partner. You will be teaching your 15 minute segment to about 6-8 students in the class. There will usually be four separate teaching stations going on at any one time.
- (2) Based on your unit plan select a particular skill or set of skills. For the skill(s) design a task progression. Use a production style to initiate the learning episode, develop a conceptual sense of the skill and to get a sense of student understanding and ability. Each of you in the group will then use a re-production style to teach the task (while your partner observes you writing feedback on sheet provided). Your partner(s) will teach the same task progression (to a different group of students) using a different re-production style (reciprocal, self-check or inclusive styles) while you observe and write feedback. (\*\* Note: observer will be provided with observation sheet to complete after the lesson). Make notes on your partner's teaching to be used to complete observation sheet after the teaching experience. This information can then be used to write up your reflection on the lesson.
- (3) The major focus of the practice style will be on the planning and delivering of an effective demonstration, providing clear instructions and tasks for practice and development, utilizing limited space effectively and providing appropriate feedback to your students during practice time.
- (4) In addition to (3), the teacher using reciprocal, self-check or inclusive style must develop a criteria sheet or use another media form to teach the skill. Consider appropriate instructions to students about their role/responsibilities during the teaching event, and the teacher's changing role in providing feedback.

### REQUIREMENTS WHEN TEACHING

- (5) On the day you are assigned to teach, you must submit a copy of your lesson plan for your 15 minute teaching segment (remember an additional five min warm-up for the group in your plan if you teach first). Those students using a criteria sheet for their teaching group must make enough copies for each student.
  - (6) For the teaching portion of the your lesson your teaching partner will complete an observation form. You will reflect on your teaching using criteria in (3) and (4). Your observation sheets will count towards your professionalism mark based on the clarity and helpfulness of the feedback. You must submit your observation sheet of your partner with the final paper. For this analysis you hand in a joint paper.
  - (7) Weighting is as follows:
    - a. Professionalism mark. Clarity, completeness of your lesson plans, criteria sheet and observation sheets  
5 pts.
    - b. Comparative analysis of teaching process and learning between styles  
10 pts.
- 15 pts.

The criteria for marking part (b) of this assignment will be agreed upon in class.

### SPECIAL REQUIREMENTS

Marks will be rewarded to your analysis for:

1. Comparison of effectiveness of the two (three) styles of teaching in relation to your learning objectives (outcomes).
2. Evidence concerning the effectiveness of your teaching behaviour including feedback, demo, effectiveness of teaching cues, organization and grouping.
3. Support for your interpretations (reference to texts, examples from your lesson).
4. Clarity, grammar, spelling and professional presentation.

The expected size of the paper, with references, is 1500-2000 words (5 to 6 sides).

**You are expected to be present for every class. Failure to attend peers teaching session will be taken in consideration in your attendance mark. If absence is due to severe circumstances outside your control, then ensure that you take steps to notify those teaching and myself. If you miss the day you are going to teach you have to get somebody to cover your lesson segment and then teach at the next opportunity. Failure to teach will result in a loss of marks.**